



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

123 North 13th Street, Phoenix, AZ 85034

Phoenix Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Shirley Ann Johnson
Schedule : 08:00 AM to 04:30 PM
Grades : Pre-K-6
Web Address : www.phxelem.k12.az.us
Phone Number : (602) 257-3898
Fax Number : (602) 257-2954
E-mail : Shirley.Johnson@phxelem.k12.az.us

Mission

Success For All Through S.H.A.P.E. (Shared Decision Making, High Expectations, Accelerated Learning, Powerful Learning and Teaching Strategies, Extended Learning Opportunities).

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 Out of Improvement

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To increase the percentage of students who meet the Arizona Math Standard by ten percent as measured by AIMS.
- ü To increase the percentage of students who meet the Arizona Reading Standard by ten percent as measured by AIMS.
- ü To increase the percentage of students who meet the Arizona Writing Standards by ten percent as measured by AIMS.

Enrollment

October 1, 2005 School Year Student Enrollment : 527
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 40

Instructional Programs

- ü Success For All Reading Program
- ü Full-day Kindergarten
- ü Structured English Immersion (SEI)
- ü Pre-Kindergarten and Head Start
- ü Spalding/Writing Road To Reading
- ü Teach Me Writing

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

Shaw School will provide a safe, orderly and structured educational environment for all students; We will educate the whole child (intellectually, physically, mentally, socially). Parents will be informed on a regular basis of their child's progress.

Parents

The parent will send the child to school each day, on time, ready to learn; respond to all communications; attend school functions; promote and support educationally oriented activities at home and at school.

Transportation Policy

Regular bus transportation to and from school is provided for students living inside a one-mile radius of the school where hazardous routes exist, or for students who live more than one driven mile from the school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Distinguished Title I School Award (State of Arizona)	2005
ü Listed in top 10 -progress in Math -Valleywide Schools	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	875	80010	100	98	99	438	431	447	9	16	10	26	26	18	50	48	53	15	10	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	429	38935	100	98	99	441	431	447	7	15	9	20	26	19	59	49	55	15	9	17
Male	33	446	40974	100	99	98	435	431	448	12	17	11	33	26	18	39	47	52	15	10	19
African American	NC	50	4201	NC	100	99	NC	429	430	NC	16	17	NC	34	23	NC	36	51	NC	14	9
Hispanic	69	774	34545	100	99	99	439	430	432	9	17	14	28	26	24	48	49	53	16	9	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	NC	39	35142	NC	95	99	NC	457	465	NC	5	5	NC	23	11	NC	49	56	NC	23	28
Students with Disabilities	NC	114	10161	NC	91	93	NC	399	419	NC	42	28	NC	34	28	NC	21	36	NC	3	8
Students without Disabilities	72	761	69849	100	100	100	440	435	451	7	12	7	26	25	17	51	52	56	15	11	19
Limited English Proficient Students	44	338	14013	100	96	97	426	413	413	7	27	24	41	33	34	45	36	39	7	4	3
Migrant Students	NC	NC	603	NC	NC	96	NC	NC	417	NC	NC	22	NC	NC	32	NC	NC	42	NC	NC	4
Economically Disadvantaged	--	NC	39029	--	NC	98	--	NC	432	--	NC	14	--	NC	25	--	NC	52	--	NC	9
Non-Economically Disadvantaged	74	867	40981	100	98	100	438	431	462	9	16	6	26	26	13	50	48	54	15	10	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	876	79438	100	99	98	442	432	451	5	15	9	36	34	24	53	48	56	5	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	429	38775	100	98	99	447	436	457	5	12	7	29	32	22	61	51	58	5	5	13
Male	33	447	40560	100	100	97	437	428	446	6	17	12	45	35	25	42	45	54	6	4	9
African American	NC	50	4178	NC	100	98	NC	437	439	NC	10	13	NC	32	29	NC	52	52	NC	6	6
Hispanic	69	775	34297	100	99	98	441	431	434	6	15	14	38	34	31	51	48	50	6	3	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	NC	39	34887	NC	95	98	NC	457	471	NC	10	4	NC	33	15	NC	36	63	NC	21	18
Students with Disabilities	NC	115	9588	NC	92	88	NC	390	416	NC	45	30	NC	38	32	NC	16	34	NC	1	5
Students without Disabilities	72	761	69850	100	100	100	444	438	456	4	10	7	36	33	23	54	52	59	6	5	12
Limited English Proficient Students	44	339	13856	100	96	96	429	410	407	7	26	27	48	41	43	43	32	29	2	1	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	--	NC	38685	--	NC	97	--	NC	435	--	NC	14	--	NC	32	--	NC	50	--	NC	5
Non-Economically Disadvantaged	74	868	40753	100	99	99	442	432	467	5	14	5	36	34	16	53	48	62	5	4	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	854	79971	100	96	99	403	403	423	7	10	8	55	52	41	38	37	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	425	38974	100	97	99	415	415	437	7	7	5	41	48	33	51	44	57	NA	1	4
Male	33	429	40895	100	96	98	390	392	410	6	12	10	73	57	47	21	30	41	NA	1	2
African American	NC	49	4203	NC	98	99	NC	419	411	NC	2	11	NC	55	45	NC	43	43	NC	NA	2
Hispanic	69	756	34481	100	96	99	402	401	410	7	11	10	57	52	46	36	37	43	NA	1	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	NC	37	35150	NC	90	99	NC	433	437	NC	NA	5	NC	54	35	NC	38	56	NC	8	5
Students with Disabilities	NC	110	10258	NC	88	94	NC	350	377	NC	28	23	NC	61	51	NC	10	25	NC	1	1
Students without Disabilities	72	744	69713	100	97	100	404	411	429	7	7	5	54	51	39	39	41	52	NA	1	3
Limited English Proficient Students	44	329	13985	100	93	97	389	378	382	11	19	18	57	55	54	32	27	27	NA	NA	0
Migrant Students	NC	NC	608	NC	NC	97	NC	NC	389	NC	NC	16	NC	NC	50	NC	NC	33	NC	NC	0
Economically Disadvantaged	--	NC	38994	--	NC	98	--	NC	409	--	NC	10	--	NC	47	--	NC	41	--	NC	1
Non-Economically Disadvantaged	74	848	40977	100	96	100	403	403	437	7	10	5	55	52	34	38	37	56	NA	1	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	841	80147	96	97	99	460	456	482	16	19	11	19	25	17	56	48	49	9	7	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	426	39281	100	98	99	470	458	483	10	17	9	18	27	17	63	50	50	10	7	24
Male	35	415	40780	92	96	98	449	454	482	23	22	12	20	24	17	49	46	48	9	8	24
African American	NC	55	4249	NC	95	99	NC	457	464	NC	22	17	NC	25	22	NC	44	48	NC	9	13
Hispanic	66	721	33494	97	97	99	457	454	466	17	20	15	18	26	23	59	46	49	6	7	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	--	19	4117	--	100	96	--	462	456	--	5	19	--	26	27	--	63	46	--	5	8
White	NC	42	36122	NC	100	99	NC	487	501	NC	7	5	NC	12	10	NC	67	50	NC	14	35
Students with Disabilities	NC	127	10295	NC	91	92	NC	417	443	NC	51	33	NC	30	26	NC	18	33	NC	1	8
Students without Disabilities	67	714	69852	99	98	100	468	463	488	9	14	7	19	25	16	61	53	51	10	9	26
Limited English Proficient Students	36	318	12722	97	96	97	436	434	441	28	33	27	28	32	33	44	33	37	NA	1	3
Migrant Students	NC	NC	622	NC	NC	97	NC	NC	454	NC	NC	19	NC	NC	30	NC	NC	43	NC	NC	8
Economically Disadvantaged	--	13	38371	--	100	97	--	438	465	--	31	15	--	38	23	--	31	49	--	NA	13
Non-Economically Disadvantaged	75	828	41776	96	97	100	460	456	498	16	19	6	19	25	11	56	48	49	9	8	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	841	79686	91	97	98	453	446	470	8	19	11	46	36	24	42	43	57	3	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	428	39163	100	99	99	462	452	475	3	13	9	48	37	22	48	48	60	3	2	10
Male	31	413	40438	82	95	97	440	439	465	16	25	13	45	35	25	35	38	54	3	2	7
African American	NC	56	4228	NC	97	98	NC	447	458	NC	20	15	NC	30	28	NC	45	53	NC	5	4
Hispanic	62	719	33299	91	97	98	447	443	452	10	20	17	50	38	32	40	41	47	NA	1	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	--	19	4087	--	100	96	--	458	446	--	NA	16	--	37	38	--	63	44	--	NA	2
White	NC	43	35914	NC	100	98	NC	488	489	NC	7	5	NC	12	15	NC	70	67	NC	12	14
Students with Disabilities	NC	127	9808	NC	91	87	NC	407	432	NC	51	35	NC	38	32	NC	11	30	NC	NA	3
Students without Disabilities	67	714	69878	99	98	100	456	452	475	7	13	8	45	35	23	45	49	61	3	3	9
Limited English Proficient Students	32	316	12594	86	95	96	429	419	422	16	36	34	66	46	45	19	19	21	NA	NA	0
Migrant Students	NC	NC	611	NC	NC	95	NC	NC	439	NC	NC	22	NC	NC	39	NC	NC	37	NC	NC	2
Economically Disadvantaged	--	13	38095	--	100	97	--	427	452	--	23	17	--	38	32	--	38	48	--	NA	3
Non-Economically Disadvantaged	71	828	41591	91	97	99	453	446	486	8	19	6	46	36	16	42	43	65	3	2	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	844	80372	99	97	99	466	457	475	9	9	4	22	35	30	69	55	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	426	39452	100	98	99	489	470	488	3	5	3	13	28	22	85	66	72	NA	1	3
Male	37	418	40836	97	96	98	440	443	464	16	12	6	32	43	37	51	44	56	NA	NA	1
African American	NC	55	4264	NC	95	99	NC	461	465	NC	7	5	NC	29	35	NC	64	59	NC	NA	1
Hispanic	68	724	33608	100	97	99	462	455	462	10	9	6	24	36	36	66	54	57	NA	0	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	19	4128	--	100	97	--	460	464	--	11	4	--	21	39	--	68	56	--	NA	1
White	NC	42	36213	NC	100	99	NC	476	489	NC	5	2	NC	36	22	NC	57	72	NC	2	3
Students with Disabilities	10	133	10526	100	96	94	NA	403	427	NA	26	15	NA	55	53	NA	19	31	NA	NA	1
Students without Disabilities	67	711	69846	99	98	100	482	466	482	3	5	3	19	32	26	78	62	69	NA	1	2
Limited English Proficient Students	37	318	12747	100	96	97	436	431	432	16	15	12	38	50	52	46	34	36	NA	0	0
Migrant Students	NC	NC	621	NC	NC	97	NC	NC	452	NC	NC	9	NC	NC	40	NC	NC	51	NC	NC	0
Economically Disadvantaged	--	13	38521	--	100	98	--	409	461	--	15	6	--	62	38	--	23	55	--	NA	1
Non-Economically Disadvantaged	77	831	41851	99	97	100	466	458	489	9	9	3	22	35	22	69	56	72	NA	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	880	79306	100	99	99	498	479	504	13	21	13	24	29	20	54	43	49	10	7	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	447	38845	100	100	99	506	481	505	11	19	11	19	30	20	58	45	50	11	6	18
Male	27	433	40383	100	98	98	488	477	504	15	24	14	30	28	19	48	40	47	7	8	19
African American	NC	51	4171	NC	98	98	NC	478	485	NC	20	20	NC	37	26	NC	37	44	NC	6	10
Hispanic	57	746	32673	100	99	99	498	476	487	14	23	18	25	30	25	51	42	46	11	5	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	20	4034	NC	100	97	NC	484	479	NC	15	22	NC	35	29	NC	45	43	NC	5	7
White	--	56	36234	--	98	99	--	518	523	--	4	6	--	9	13	--	61	52	--	27	28
Students with Disabilities	NC	125	10286	NC	91	91	NC	443	462	NC	58	41	NC	26	27	NC	14	27	NC	2	5
Students without Disabilities	61	755	69020	100	100	100	501	485	510	10	15	9	25	30	18	56	47	52	10	8	21
Limited English Proficient Students	28	299	10291	100	97	96	473	456	458	21	37	38	39	37	34	36	25	26	4	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	--	16	37437	--	100	97	--	483	486	--	25	19	--	19	26	--	44	46	--	13	9
Non-Economically Disadvantaged	63	864	41869	100	99	100	498	479	521	13	21	7	24	29	14	54	43	51	10	7	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	882	79000	100	99	98	475	468	489	8	17	10	33	33	24	59	48	58	NA	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	448	38774	100	100	99	480	473	494	8	15	7	28	29	22	64	54	61	NA	2	10
Male	27	434	40150	100	98	98	468	462	485	7	21	12	41	36	25	52	41	55	NA	2	8
African American	NC	51	4153	NC	98	98	NC	474	476	NC	10	13	NC	33	30	NC	57	53	NC	NA	4
Hispanic	57	748	32508	100	99	98	473	464	472	9	19	15	35	35	33	56	45	49	NA	1	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	20	4016	NC	100	96	NC	468	467	NC	20	14	NC	20	37	NC	60	46	NC	NA	2
White	--	56	36135	--	98	98	--	512	508	--	4	4	--	13	14	--	73	67	--	11	15
Students with Disabilities	NC	126	9991	NC	92	88	NC	429	449	NC	56	33	NC	28	36	NC	14	29	NC	2	2
Students without Disabilities	61	756	69009	100	100	100	476	474	495	7	11	6	33	34	22	61	53	62	NA	2	10
Limited English Proficient Students	28	300	10199	100	98	95	452	439	439	18	36	35	54	43	47	29	21	18	NA	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	--	16	37234	--	100	97	--	464	472	--	25	15	--	31	33	--	44	50	--	NA	3
Non-Economically Disadvantaged	63	866	41766	100	99	99	475	468	505	8	17	5	33	33	16	59	48	65	NA	2	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	881	79611	100	99	99	479	470	496	13	13	7	30	48	37	56	38	56	2	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	447	39016	100	100	99	503	486	511	6	9	4	25	42	29	67	48	66	3	0	1
Male	28	434	40519	100	98	98	448	453	482	21	18	10	36	55	44	43	28	46	NA	NA	0
African American	NC	51	4188	NC	98	98	NC	495	486	NC	6	9	NC	49	40	NC	43	50	NC	2	0
Hispanic	58	750	32855	100	100	99	474	465	481	14	15	10	31	49	43	55	36	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	19	3992	NC	95	96	NC	496	478	NC	NA	10	NC	53	46	NC	47	44	NC	NA	0
White	--	54	36380	--	95	99	--	499	511	--	6	4	--	43	30	--	52	65	--	NA	1
Students with Disabilities	NC	127	10664	NC	93	94	NC	400	440	NC	46	23	NC	48	54	NC	6	22	NC	NA	1
Students without Disabilities	61	754	68947	100	100	100	486	481	504	10	8	4	30	48	34	59	44	61	2	0	1
Limited English Proficient Students	29	300	10362	100	98	97	439	430	438	24	28	22	38	54	57	38	18	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	--	16	37626	--	100	98	--	473	479	--	13	10	--	31	45	--	56	45	--	NA	0
Non-Economically Disadvantaged	64	865	41985	100	99	100	479	470	511	13	13	4	30	49	30	56	38	65	2	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	773	79327	92	97	98	511	498	518	22	28	19	26	25	20	37	38	46	15	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	379	38961	94	97	98	511	503	520	24	22	16	24	30	20	34	40	48	17	9	16
Male	17	394	40295	89	98	97	511	493	516	18	34	21	29	21	19	41	37	44	12	8	16
African American	NC	51	4247	NC	98	98	NC	498	499	NC	25	27	NC	31	24	NC	33	41	NC	10	8
Hispanic	43	668	32327	91	97	98	513	496	499	21	28	27	26	26	25	37	38	41	16	7	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	--	16	4391	--	100	96	--	489	489	--	38	32	--	13	27	--	50	36	--	NA	4
White	--	34	36373	--	100	98	--	531	538	--	15	10	--	21	14	--	38	52	--	26	25
Students with Disabilities	NC	106	9321	NC	85	87	NC	450	467	NC	71	54	NC	17	22	NC	11	21	NC	1	3
Students without Disabilities	45	667	70006	100	100	100	511	505	524	22	21	14	27	27	19	36	42	49	16	10	18
Limited English Proficient Students	NC	213	9431	NC	94	95	NC	469	466	NC	50	53	NC	24	27	NC	24	18	NC	1	1
Migrant Students	NC	NC	635	NC	NC	94	NC	NC	488	NC	NC	31	NC	NC	29	NC	NC	36	NC	NC	4
Economically Disadvantaged	NC	12	37097	NC	92	97	NC	482	498	NC	33	27	NC	42	25	NC	17	41	NC	8	7
Non-Economically Disadvantaged	45	761	42230	92	98	99	512	498	535	22	28	11	24	25	15	38	39	50	16	9	24

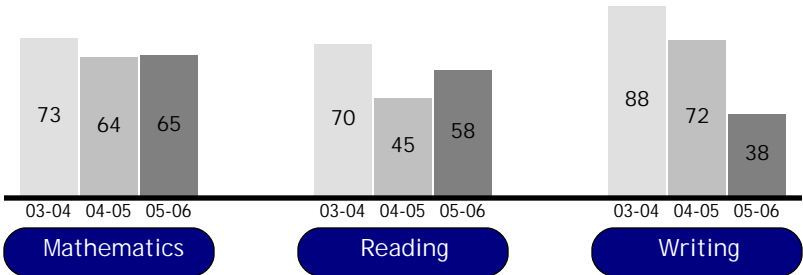
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	782	79501	92	99	98	493	476	497	11	19	10	22	31	25	63	48	60	4	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	385	39062	94	99	99	496	484	502	14	14	8	14	31	23	66	52	64	7	3	5
Male	17	397	40368	89	98	98	489	469	491	6	24	13	35	32	27	59	44	57	NA	1	3
African American	NC	52	4279	NC	100	99	NC	478	485	NC	19	14	NC	27	30	NC	52	54	NC	2	2
Hispanic	43	676	32389	91	98	98	494	474	478	12	20	16	21	32	34	63	47	48	5	1	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	--	16	4401	--	100	96	--	483	473	--	13	17	--	31	40	--	56	43	--	NA	1
White	--	34	36446	--	100	99	--	512	516	--	9	4	--	18	15	--	59	73	--	15	7
Students with Disabilities	NC	113	9411	NC	91	88	NC	432	453	NC	61	36	NC	23	36	NC	16	26	NC	NA	1
Students without Disabilities	45	669	70090	100	100	100	493	483	502	11	12	7	22	33	24	62	53	65	4	2	5
Limited English Proficient Students	NC	219	9401	NC	96	94	NC	445	443	NC	38	40	NC	44	46	NC	18	14	NC	NA	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	NC	12	37183	NC	92	97	NC	464	479	NC	33	16	NC	33	34	NC	33	49	NC	NA	1
Non-Economically Disadvantaged	45	770	42318	92	99	99	493	476	513	11	19	5	22	31	17	62	48	70	4	2	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	778	80000	100	98	99	553	540	564	2	6	3	22	18	11	66	70	75	10	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	384	39288	100	99	99	559	559	579	3	5	2	16	9	6	71	76	77	10	10	16
Male	19	394	40644	100	98	98	542	522	549	NA	6	4	32	26	15	58	64	74	11	3	7
African American	NC	52	4307	NC	100	99	NC	548	551	NC	10	4	NC	6	13	NC	75	75	NC	10	7
Hispanic	47	674	32672	100	98	99	549	538	548	2	6	4	23	19	14	66	70	76	9	6	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	--	16	4424	--	100	97	--	544	549	--	6	3	--	13	14	--	69	77	--	13	5
White	--	32	36602	--	97	99	--	568	579	--	NA	2	--	13	7	--	72	75	--	16	16
Students with Disabilities	NC	116	9919	NC	94	93	NC	472	505	NC	17	9	NC	47	35	NC	35	54	NC	1	2
Students without Disabilities	45	662	70081	100	99	100	560	552	571	2	4	2	16	13	7	71	76	79	11	8	12
Limited English Proficient Students	NC	216	9571	NC	95	96	NC	496	502	NC	12	10	NC	31	29	NC	56	60	NC	0	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	NC	12	37534	NC	92	98	NC	554	547	NC	NA	4	NC	17	15	NC	83	76	NC	NA	5
Non-Economically Disadvantaged	49	766	42466	100	98	100	551	540	578	2	6	2	22	18	7	65	70	75	10	7	16

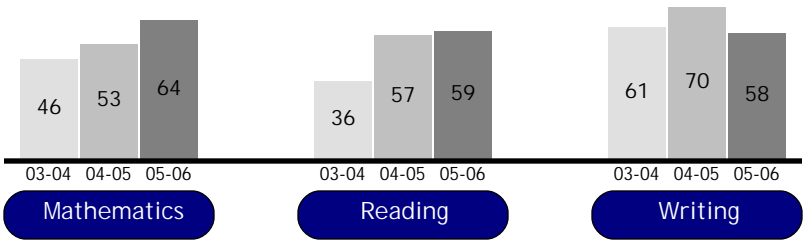
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	64	NA	58	99	35	36	47	99	27	34	46
	Language	99	50	41	50	99	36	39	47	99	54	43	48
	Mathematics	99	74	57	64	99	39	39	50	99	48	44	52
3	Reading	100	59	NA	55	96	32	32	44	100	32	28	46
	Language	100	70	56	61	96	37	35	44	100	43	34	46
	Mathematics	100	72	51	61	96	40	39	51	100	44	37	52
4	Reading	98	42	NA	56	97	37	37	48	91	34	34	52
	Language	98	49	43	52	97	40	38	49	99	44	37	52
	Mathematics	98	58	44	61	97	39	38	53	96	41	39	58
5	Reading	100	37	NA	55	100	43	39	50	100	43	39	56
	Language	100	48	40	49	100	47	39	50	100	44	39	54
	Mathematics	100	59	48	63	100	38	35	49	100	41	34	52
6	Reading	100	57	NA	56	100	38	42	51	92	58	43	56
	Language	100	50	38	48	100	39	38	47	100	41	39	50
	Mathematics	100	69	55	66	100	38	40	52	92	50	43	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council	
Council Composition	Council Duties
School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06			
Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	4.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06				
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	2	0	0
4 to 6 years	8	3	0	0
7 to 9 years	0	0	0	0
10 or more years	5	4	0	0

Highly Qualified (NCLB) School Year 2004-05	
Core academic classes taught by Highly Qualified (NCLB) teachers.	23
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	12%
Percent of core classes not taught by Highly Qualified Teachers	17%

Resources Available at School Site	
Special Facilities	
Ü Media Center	Ü Gymnasium
Ü Technology Lab	Ü Parent Room
Extracurricular Activities	
Ü Cheerleading Squad	
Ü Student Council	
Ü Intramurals (sports)	

Social Services	
Ü Health Services	Ü Social Services
Ü Breakfast/Lunch Programs	
Ü Parenting Classes	
Ü Before/After School Enrichment Program	

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The Principal of Augustus H. Shaw School received the Calvin C. Goode Lifetime Achievement Award at the 2004 Martin Luther King Jr. breakfast.
- ü A Shaw School Teacher received the Chicanos Por La Causa, Inc. Esperanza Hispanic Teacher Award for the year 2003.
- ü A Shaw School Teacher received the Chicanos Por La Causa, Inc. Esperanza Hispanic Teacher Award for the year 2002.
- ü The Principal of Shaw School received the Mayor's Partnership Award in Leadership/Education in May 2005.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	87	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The school has a Crisis Intervention Plan; Schoolwide Policies/Procedures; A Getting Along Together Curriculum, Student Incentives/Awards, classroom/playground safety lessons, DARE Program, Substance Abuse presentations, Family Support Team and a School Safety Team.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Shirley A. Johnson	(602) 257-3898
Transportation Policy	Michael Fisher	(602) 257-3799
Community Resources	Candy George	(602) 257-3901
School Nutrition Programs	Rosa Carbajal	(602) 257-3903
Parent Organization	Olivia Cruz	(602) 257-3957
Student Health/Nurse	Diane Hernandez	(602) 257-3900

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.